

## Chapter 3 – Performance Index Construction

For 2014 and beyond, an accountability framework of four performance indexes will continue to provide a comprehensive evaluation of public education at campuses and districts across Texas. The accountability framework offers four measures of campus and district performance that communicate strengths and areas needing improvement.

With a performance index, each measure of student performance contributes points to an index score. Each of the four indexes has a score of 0 to 100, based on campus or district performance points, calculated as a percent of the maximum possible points for that campus or district. Targets set by the Commissioner of Education determine the minimum score required for meeting a performance standard for each index. The combined scores provide a rating of overall performance for the campus or district rather than reflecting the weakest performance of one student group or subject area. No single indicator can influence a low rating, since index performance is a culmination of all measures. Multiple indexes can be used in the framework to ensure accountability for every student. Any number of indicators and student groups can also be added to the system without creating additional targets for campuses and districts to meet.

### Index 1: Student Achievement

Index 1: Student Achievement measures campus and district performance based on satisfactory student achievement combined over all subjects for all students. The total index points and index score are the same: *Index Score = Total Index Points*. Total points are determined by the percentage of assessments that meet the State of Texas Assessments of Academic Readiness (STAAR) Phase-in 1 Level II standard, meet or exceed the English language learner (ELL) progress measure, or achieve the equivalency standard on End-of-Course (EOC) substitute assessments. The four examples below show districts and campuses that test in various subjects, depending upon the grades served. Each percentage of students meeting the phase-in satisfactory performance standard contributes one point to the index. Index scores range from 0 to 100 for all campuses and districts.

Example 1.1 Districts and campuses that test in five subjects: Gr. K-12, Gr. 9-12, Gr. 6-8													
STAAR Performance	R		M		W*		S		SS		Total	% Met Phase-in Satisfactory Standard	Index Points
# Phase-in Satisfactory Standard	551	+	534	+	27	+	143	+	87	=	1,342	44%	44
Total Tests	984	+	988	+	353	+	354	+	356	=	3,035		
Index 1: Score													44

\*Gr. 4 and 7 only

Example 1.2 Districts and campuses that test in four subjects: Gr. 9-12													
STAAR Performance	R		M		W		S		SS		Total	% Met Phase-in Satisfactory Standard	Index Points
# Phase-in Satisfactory Standard	551	+	534	+	0	+	143	+	87	=	1,315	49%	49
Total Tests	984	+	988	+	0	+	354	+	356	=	2,682		
Index 1: Score													49

Example 1.3 Campuses that test in four subjects: Gr. K-5													
STAAR Performance	R		M		W*		S		SS		Total	% Met Phase-in Satisfactory Standard	Index Points
# Phase-in Satisfactory Standard	551	+	534	+	27	+	143	+	0	=	1,255	47%	47
Total Tests	984	+	988	+	353	+	354	+	0	=	2,679		
Index 1: Score													47

\*Gr. 4 only

Example 1.4 Campuses that test in three subjects: Gr. K-4													
STAAR Performance	R M W* S SS Total										% Met Phase-in Satisfactory Standard	Index Points	
# Phase-in Satisfactory Standard	551	+	534	+	27	+	0	+	0	=	1,112	48%	48
Total Tests	984	+	984	+	353	+	0	+	0	=	2,321		
Index 1: Score													48

\*Gr. 4 only

## Index 2: Student Progress

Index 2 measures student progress by subject and by student demographics: race/ethnicity, special education, and ELLs. For 2014, progress by subject is available for reading and mathematics and is assessed by STAAR, STAAR Modified, and STAAR Alternate. The ELL progress measure is also used in Index 2 calculations.

In 2014, high schools/K-12 campuses, as well as alternative education campuses and charter districts evaluated by alternative education accountability (AEA) provisions, are not evaluated on Index 2. The progress measure results for high schools/K-12 campuses and AEA campuses are included in the Index 2 evaluation for the district. Evaluation on Index 2 resumes in 2015 for high schools/K-12 campuses and AEA charter districts and AECs.

Points for progress in each subject are weighted by the students' level of performance: one point for each percentage of tests that *Met* or *Exceeded* progress; one additional point for each percentage of tests that *Exceeded* progress. Cumulative performance (met and exceeded progress plus exceeded progress) in each subject therefore contributes from 0 to 200 points to the groups consisting of All Students and each student group that meets minimum size criteria. The maximum number of possible points depends on campus type and student population and demographics. Index 2 is calculated by dividing the total points (cumulative performance) by the maximum number of possible points, resulting in an overall score of 0 to 100 for all campuses and districts.

The following examples show how the weighted progress rate is computed for reading and how the Index 2 outcomes are determined when the reading and mathematics results are combined.

<b>Example 2.1. Index 2 calculation for reading progress</b>												
STAAR Weighted Progress Rate: Reading	All	African Amer.	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL	Total Points	Max. Points
Number of Tests:	931	64	828						75	819		
# Met or Exceeded Progress	605	51	621						49	614		
# Exceeded Progress	186	16	124						4	164		
Percent of Tests: % Met or Exceeded Progress	65%	80%	75%						65%	75%		
% Exceeded Progress	20%	25%	15%						5%	20%		
<b>Reading Weighted Progress Rate</b>	<b>85</b>	<b>105</b>	<b>90</b>						<b>70</b>	<b>95</b>	<b>445</b>	<b>1000</b>

<b>Example 2.2. Index 2 calculation to determine overall score</b>												
STAAR Weighted Progress Rate	All	African Amer.	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL	Total Points	Max. Points
Reading	85	105	90						70	95	445	1000
Mathematics	85	105	90						70	95	445	1000
Total											890	2000
<b>Index 2: Score (total points divided by maximum points)</b>											<b>45</b>	

Note: Blank cells in the examples above represent student group indicators that do not meet the minimum size criteria.

## Index 3: Closing Performance Gaps

Index 3 emphasizes the academic achievement of economically disadvantaged students and the two lowest performing racial/ethnic student groups. Groups are identified by campus or district and are based on prior year (2013) assessment results.

Tests are in reading, mathematics, writing, science, and social studies achievement. One point is given for each percentage of tests meeting the phase-in satisfactory performance standard or above on the STAAR assessment. New for 2014, one additional point is given for each percentage of tests meeting the advanced performance standard on the STAAR assessment. The maximum number of possible points depends on the student population and demographics. Index 3 is calculated by dividing total cumulative performance points by the maximum possible points, resulting in an overall score of 0 to 100 for all districts and campuses.

The following examples illustrate how the weighted performance rate is computed for reading and how the Index 3 outcomes are determined when the results are combined across all subject areas.

<b>Example 3.1. Index 3 calculation for reading weighted performance</b>					
STAAR Weighted Performance Rate	Economically Disadvantaged	Lowest Performing Racial/Ethnic Group - 1	Lowest Performing Racial/Ethnic Group - 2	Total Points	Maximum Points
Number of Tests	80	40	25		
# Phase-in Satisfactory Standard and above	80	20	25		
# Advanced Standard	40	0	25		
% Phase-in Satisfactory Standard and above	100%	50%	100%		
% Met Advanced Standard	50%	0%	100%		
<b>Reading Weighted Performance Rate</b>	<b>150</b>	<b>50</b>	<b>200</b>	<b>400</b>	<b>600</b>

<b>Example 3.2. Index 3 calculations for overall score</b>					
STAAR Weighted Performance Rate	Economically Disadvantaged	Lowest Performing Racial/Ethnic Group - 1	Lowest Performing Racial/Ethnic Group - 2	Total Points	Maximum Points
Reading	150	50	200	400	600
Mathematics	125	100	90	315	600
Writing	80	90	125	295	600
Science	120	40	90	250	600
Social Studies	50	40	80	170	600
Total				1430	3000
<b>Index 3: Score (total points divided by maximum points)</b>				<b>48</b>	

## Index 4: Postsecondary Readiness

Index 4: Postsecondary readiness emphasizes the role of elementary and middle schools in preparing students for the rigors of high school, and the importance of earning a high school diploma that provides students with the foundation necessary for success in college, the workforce, job training programs, or the military.

Index 4 is based on all four of the following components. However, when any of the three non-STAAR components are unavailable, Index 4 is based solely on the STAAR component. Elementary and middle school campuses do not report information on graduation rate, graduation diploma plans, or the postsecondary indicator. Elementary and middle school campuses report only STAAR results, therefore, the Index 4 evaluation of these campuses is based solely on the STAAR Postsecondary Readiness Standard component.

For districts, high school campuses, and campuses serving grades K-12, the four components of Index 4 are equally weighted.

Index 4 Components	Weight
1. STAAR at Postsecondary Readiness Standard	25%
2. Graduation Rate	25%
3. Graduation Plan	25%
4. Postsecondary Indicator (College-Ready Graduates)	25%

The **STAAR Postsecondary Readiness Standard** is determined by the percentage of students with STAAR test results at or above the final Level II performance standard on two or more subject area tests.

Example 4.1: STAAR Postsecondary Readiness Standard												
STAAR Performance	All Students	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	Special Ed.	ELL	Total Points	Max. Points
% Meeting Postsecondary Readiness Standard	29%	16%		40%	23%		38%	36%			182	600
STAAR Postsecondary Readiness Standard: Score (total points divided by maximum points)												30.3

The **Graduation Rate Score** reflects the highest number of points possible from the combined performance across graduation rates for grades 9-12. The rate requires tracking the status of a cohort of students from the time they enter grade 9 in 2009-10 through their expected graduation with the Class of 2013. A class consists of all members of a cohort, minus students who leave the Texas public school system for reasons other than graduation, earning a General Educational Development (GED) certificate, or dropping out. Points are based on the longitudinal cohort of students used to calculate a four-year graduation rate or a five-year graduation rate, for all students and all students grouped by race/ethnicity, ELL, and special education. If a graduation rate is not available, then the annual dropout rate is used.

Example 4.2: Graduation Rate												
Graduation Rate	All Students	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	Special Ed.	ELL	Total Points	Max. Points
4-yr. Grad Rate	84.3%	78.8%			78.8%		91.6%	86.0%	44.2%	69.8%	533.5	700
5-yr. Grad Rate	85.1%	78.8%			80.0%		92.1%	84.0%	48.9%	77.5%	546.4	700
Highest Graduation Rate: Score											546.4	700
Graduation Rate: Score (best of total graduation points divided by maximum points)												78.1

The **Graduation Plan Score** is calculated as a rate based on a longitudinal cohort of students graduating under the Recommended High School Program or Distinguished Achievement Program (RHSP/DAP). If no longitudinal rate is available, the graduation plan score is based on an annual rate of students graduating under the Recommended High School Program or Distinguished Achievement Program (RHSP/DAP).

Example 4.3: Graduation Plan												
Graduation Plan	All Students	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	Special Ed.	ELL	Total Points	Max. Points
Longitudinal RHSP/DAP Rate	82.7%	76.4%			83.6%		83.0%				325.7	400
Graduation Plan: Score (total points divided by maximum points)											81.4	

The **Postsecondary Indicator Score** is based on college-ready graduates meeting or exceeding the Texas Success Initiative (TSI) criteria in both reading/English language arts (ELA) and mathematics on the Texas Assessment of Knowledge and Skills (TAKS) exit-level test, SAT, or ACT test.

Example 4.4: Postsecondary Indicator												
Postsecondary Indicator	All Students	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	Special Ed.	ELL	Total Points	Max. Points
College-ready graduates	82%	72%			78%		89%				321	400
Postsecondary Indicator: Score (total points divided by maximum points)											80.3	

The **Overall Index Score** for the four indicators for postsecondary readiness (described above) is multiplied by a weight and added together to determine an overall Index 4 score.

Example 4.5: Overall Index 4 Score				
Index 4 Component	Component Score	Multiply by	Weight of	Total Points
STAAR Postsecondary Readiness Score	30.3	X	25%	7.6
Graduation Rate Score	78.1	X	25%	19.5
Graduation Plan Score	81.4	X	25%	20.4
Postsecondary Indicator Score	80.3	X	25%	20.1
Index 4: Score				68

Rounding: Component scores are rounded to one decimal place. Total points for each component are derived by multiplying the component score by 25% and rounding to one decimal place. The overall Index 4 score is the sum of the total points rounded to a whole number.

#### Example 4.6: Index 4 Calculation

##### Overall Index Score

Overall Performance	Component Score	Multiply by	Weight of	Total Points
STAAR Postsecondary Readiness Score	30.3	X	25%	7.6
Graduation Rate Score	78.1	X	25%	19.5
Graduation Plan Score	81.4	X	25%	20.4
Postsecondary Indicator Score	80.3	X	25%	20.1
<b>Index 4: Score</b>				<b>68</b>

Indicator	All Students	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	ELL	Special Ed.	Total Points	Max. Points
● STAAR Postsecondary Readiness Standard												
% Meeting Postsecondary Readiness Standard	29%	16%		40%	23%		38%	36%			182	600
STAAR Postsecondary Readiness Standard: Score (total points divided by maximum points)											30.3	
● Graduation Rate												
4-yr. Graduation Rate	84.3%	78.8%			78.8%		91.6%	86.0%	44.2%	69.8%	533.5	700
5-yr. Graduation Rate	85.1%	78.8%			80.0%		92.1%	84.0%	48.9%	77.5%	546.4	700
Highest Graduation Rate: Score											546.4	700
Graduation Rate: Score (best of total graduation points divided by maximum points)											78.1	
● Graduation Plan												
Longitudinal RHSP/DAP Rate	82.7%	76.4%			83.6%		83.0%				325.7	400
RHSP/DAP: Score (total RHSP/DAP points divided by maximum points)											81.4	
● Postsecondary Indicator												
College-Ready Graduates	82%	72%			78%		89%				321	400
Postsecondary Indicator: Score (total points divided by maximum points)											80.3	

Note: Blank cells in the examples above represent student group indicators that do not meet the minimum size criteria.

## AEA Campuses and Charter Districts Index 4: Postsecondary Readiness

For alternative education campuses and charter districts evaluated under AEA provisions, the Index 4 score is based on two components:

1. STAAR scores based on the percent at Postsecondary Readiness Standard on two or more subject area tests; and
2. four-, five-, and six-year rates for graduates, continuing students, and GED recipients. If a graduation rate is not available, then annual dropout rate is used.

To reach the target established for Index 4 in 2014, AEA campuses and charter districts apply a weighted evaluation of the two indicators necessary for postsecondary readiness.

Index 4 Components for AEA Campuses and Charters	Weight
STAAR Postsecondary Readiness Standard	25%
Graduation, Continuers, and GED Rate or Annual Dropout Rate	75%

Bonus points are added for a longitudinal cohort of students graduated under a four-year RHSP/DAP, or the annual rate of students graduated under a RHSP/DAP; a College-Ready Graduates measure; and an Excluded Students Credit. A maximum of 30 bonus points will be added to the final index score.

Example 4.7: Index 4 Composition for AEA charter districts and campuses with a graduation, continuer, and GED rate												
Component	All Students	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	Special Ed.	ELL	Total Points	Max. Points
STAAR Postsecondary Readiness Standard												
% Meeting Postsecondary Readiness Standard	51%	42%	83%	55%	44%	31%	56%	52%			414	800
STAAR Postsecondary Readiness Standard: Score (total points divided by maximum points)											51.8	
• Graduation, Continuers, and GED Rate												
4-Year Rate	64.3%	58.8%			58.8%		71.6%	66.0%	34.2%	59.8%	413.5	700
5-Year Rate	65.1%	58.8%			60.0%		72.1%	64.0%	48.9%	57.5%	426.4	700
6-Year Rate	66.2%	58.8%			61.0%		72.1%		52.2%	58.2%	368.5	600
Highest Graduation, Continuer, and GED Rate: Score											368.5	600
Graduation, Continuers, and GED Rate: Score (best of total points divided by maximum points)											61.4	
• Bonus Points												
RHSP/DAP Rate (longitudinal/annual)	33.3%										33	
College-ready graduates											0	
Excluded students credit											0	
Total Bonus Points (maximum of 30)											30	



<b>Example 4.8: Overall Index 4 Score for AEA charter districts and campuses with a graduation, continuer, and GED rate</b>				
Overall Performance	Component Score	Multiply by	Weight of	Total Points
STAAR Postsecondary Readiness Score	51.8	X	25%	13.0
Graduation, Continuers, GED Rate Score	61.4	X	75%	46.1
Bonus Points	30			30
<b>Index 4: Score</b>				<b>89</b>

Note: Blank cells in the examples above represent student group indicators that do not meet the minimum size criteria.

Rounding: Component scores are rounded to one decimal place. Total points for each component are derived by multiplying the component score by the respective weights and rounding to one decimal place. Bonus points are rounded to a whole number. The overall Index 4 score is the sum of the total points and bonus points rounded to a whole number.

Example 4.9: Index 4 Calculation for AEA charter districts and campuses with Gr. 9-12 but graduation rate not available													
● Overall Index 4 Score													
Overall Performance			Component Score			Multiply by			Weight of		Total Points		
STAAR Postsecondary Readiness Score			50.6			X			25%		12.7		
Annual Dropout Rate Score			32.1			X			75%		24.1		
Bonus Points			25								25		
Index 4 Score											62		
Indicator	All Students	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	Special Ed.	ELL	Total Points	Max. Points	
● STAAR Postsecondary Readiness Standard													
% Meets Postsecondary Readiness Standard	51%	42%	83%	51%	44%	30%	53%	51%			405	800	
STAAR Postsecondary Readiness Standard : Score (total points divided by maximum points)											50.6		
● Graduation, Continuers, and GED and Annual Dropout Rate													
Annual Dropout Rate	13.3%	11.3%			12.5%		17.2%						
Dropout Rate Conversion	33.5	43.5			37.5		14.0				128.5	400	
Graduation, Continuers, and GED and Annual Dropout Rate: Score (total points divided by maximum points)											32.1		
● Bonus Points													
Annual RHSP/DAP Rate	20.6%										21		
College-ready graduates	3%										3		
Excluded students credit	1										1		
Total Bonus Points (maximum of 30)											25		

See *Appendix F – Sample Accountability Table and Index Calculation* for an example of index calculations.

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